

FY 2011 Idaho Adult Basic Education

On-site Monitoring Instrument and Indicators of Program Quality

*Indicator 1: Orientation/Assessment***Indicator 1:**

Program provides an intake system that includes orientation, goal setting, and assessment in accordance with the Idaho Assessment Policy in order to both correctly place and provide courses and services that lead to the attainment of skills in reading, writing, mathematics, problem solving, and English language acquisition. These offerings are designed for adult learners and incorporate career and life skills competencies directly related to more effective functioning in the home, community and the workplace.

Illustrative Measures	Evidence	Status
<p>1.1 All students enter the program through a comprehensive Intake/Orientation process. The design of the orientation process is based upon research and is documented in a written plan.</p>	<p>Reference the research used: A written plan of the program's Orientation and intake process is on file and available for on-site review and includes ABE, ESL and outreach programs.</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>
<p>1.2 There exists (for each student) a jointly developed student/teacher educational plan that is evaluated and updated periodically to guide progress toward goal achievement.</p> <p>Each (IEP- Individualized Education Plan) involves the student in:</p> <ul style="list-style-type: none"> • Discussing challenges to success • Addressing barriers to attendance • Identifying goals • Developing a plan for success, which includes identified time frames • Identifying desired documented outcomes • Discussing progress • Revising and updating plan as needed • Revisit goals as often as necessary but no less than once during instructional classes 	<p>A copy of the IEP is being used for students and is on file and available for review. Methods used to set and revisit goals is included in the plan and/or student file.</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>

<p>1.3 Learners' skills are assessed and the Idaho Assessment Policy is followed. All assessment staff are trained and current in certification.</p> <p>* Review the program's NRS on-site monitoring document to ensure all compliance issues are met in regards to the Idaho Assessment Policy.</p> <p>* Review the program's NRS on-site monitoring document to ensure all compliance policies are met regarding goal setting and revisiting goals.</p>	<p>Student files and program desk audits reveal proper procedures and policies are observed. Observe test session to ensure test administration is appropriate. Student hours and post-testing hours noted in student file or IMAS report. Documentation of training and follow-up monitoring by program manager.</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>
<p>1.4 Program curriculum is developed based on the Idaho Adult Education Standards or the Idaho Quality indicators in those content areas where ABE Standards are not yet established.</p>	<p>Courses are clearly identified which provide content for each of the ABE and ESL levels in all of the instructional areas offered. Intensity and duration is addressed in class schedule.</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>
<p>1.3 This Standards Based Curricula is in use with all students.</p>	<p>Classroom observation Documented Lesson Plans Documented Class Objectives Clear documentation of materials used to teach the skills in each level. Curricula clearly identified.</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>

*Indicator 2: Learners Advance Toward Goals***Indicator 2:**

Strengths and weaknesses of the program's achievement related to meeting the federal Performance Standards. For the purpose of this review use data from the last full year and review current data up until the time of the review to determine if the program appears to be meeting the levels appropriate for their program as well as meeting the state performance targets.

Illustrative Measures	Evidence	Status
2.1 Program has met or exceeded the federal performance standards related to student progress through educational levels.	IMAS/NRS reports	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
2.2 Program has met or exceeded the federal performance standards related to attainment of a GED or other high school credential.	IMAS/NRS reports	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
2.3 Program has met or exceeded the federal performance standards related to transition to post-secondary education.	IMAS/NRS reports	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

<p>2.4 Program has met or exceeded the federal performance \standards related to transition to employment.</p>	<p>IMAS/NRS reports</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>
<p>2.5 Program uses the Performance data to make adjustments to programming in order to help students meet goals.</p>	<p>Examples of changes made during the last 2 years.</p> <p>AIDDE Plan/s- current and past</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>
<p>2.6 Program strengths and weaknesses as identified in IMAS tables and in AIDDE Plan.</p> <p>List Strengths:</p> <p>List Challenges:</p>	<p>Using IMAS generated data, as well as any other applicable data, program has a documented list of program strengths and challenges with data attached to support the items listed under each.</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>
<p>2.7 Program maintains an effective information management system which has the capacity to report participant outcomes and to monitor program performance against the state agency performance measures as established.</p> <p>2,8 Programs submit all reports on time and with few errors.</p> <p>2.9 Program monitors local programs regularly</p>	<p>Submission of reports documented.</p> <p>Program's monitoring tool and review locations, dates, etc. are on file and program managers monitor sites to ensure policies are followed</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>

*Indicator 3: Student Retention***Indicator 3:**

Students remain in the program long enough to meet their educational goals.

To ensure student persistence in Adult Basic Education programs, situational, institutional and attitudinal forces must be addressed.

Retention is measured in light of student progress toward meeting their educational needs by time in program. Retention benchmarks are established that account for the type of program and learning gains expected for a given number of hours in the program.

Illustrative Measures	Evidence	Status
3.1 The Personal Education Plan includes specific strategies that will assist students to overcome obstacles to their retention in the program and notes any diagnosis of learning style preference or learning disability.	<p>Personal Education Plan has this information for each student.</p> <p>Timelines for identification of barriers and intervention strategies occurs within the first 3 weeks of participation.</p> <p>Interviews with students.</p>	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
3.2 The program uses data to analyze which students are persisting and where specific retention problems are and then creates and implements strategies to address problem areas.	Provide evidence of data regarding persistence and provide the plan that addressed the problem area/s.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

3.3 The program regularly refers students to support services in the community and at the educational site e.g. college or other agencies	See evidence in the Personal Education Plans. Community Partner Chart MOU's Interviews with students.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
3.4 Instructional strategies in the classroom are varied and ensure that all learning styles are addressed on a daily or weekly basis. Contextualized teaching is in evidence.	*Classroom observation *Interviews with students *Descriptive learning plans are filed with the program coordinator.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
3.6 There is a formal process for staff to make personal contact with students who have unexcused absences through phone calls, post cards or a similar contact method.	Show evidence of student contact methods. Interviews with students	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
3.7 The program is operated at times and sites that are convenient for the majority of learners to attend.	Documents indicating that analysis has been done to determine when and where programming occurs.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

<p>3.8 The program provides a program structure that addresses environmental aspects of safety and encourages a sense of community.</p>	<p>Student interviews On-site review</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>
<p>3.9 A variety of learning modes are available that support various learning needs:</p> <ul style="list-style-type: none"> • Group instruction • Individualized instruction • Tutoring • Short term seminars • Distance Ed. Options • Independent Study Groups for Specific Goals • Computer-assisted learning • Cooperative learning 	<p>Evidence is found in Learning Plans for courses.</p> <p>Classroom observation</p> <p>Interviews with students.</p>	<p><input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:</p>

*Indicator 4: Program Planning Process***Indicator 4:**

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needs, resources, and economic and technological trends, and is implemented to its fullest extent.

The process is documented by a written plan that proceeds from the program's data analysis and findings. The planning process is on-going with mechanisms for revising plans on a regular basis and draws on input from program evaluations. Planning is responsive to the needs of learners and the community through input from staff, students, and other appropriate programs and organizations in the community.

Illustrative Measures	Evidence	Status
4.1 The program managers meaningfully and regularly involve all staff members in planning processes.	References in local plans should list staff involved. Interviews with staff.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
4.2 The program solicits community input through mechanisms such as an advisory board, local planning council, local collaborative planning teams, staff meetings and/or student questionnaires. The public shall be notified of planning meetings on a regular basis.	Interviews with and written testimony from members of various advisory board members. References in various plans on file.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
4.4 The program plan matches community needs assessment regarding location of classes, schedule of classes, skills taught and type of program services offered (e.g., sufficient ABE or basic literacy instruction).	Documented analysis.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

*Indicator 5: Curriculum and Instruction***Indicator 5:**

Program has curriculum and instruction that addresses a variety of student learning styles and levels of student needs.

Curriculum and instruction are individualized to meet the educational needs of students with diverse educational and cultural backgrounds. Since students have different learning styles and goals, delivery includes a variety of instructional approaches and strategies. To ensure the program's success in meeting student needs and capturing changes in those needs, student and staff input is obtained periodically.

Illustrative Measures	Evidence	Status
5.2 Curriculum is developed and updated based on a planned schedule and the day-to- day instruction is based on this curricula.	Classroom observation	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
5.4 Program provides time and resources for staff to keep curriculum and methods current.	Currency of curricula and methods. Staff interviews	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

<p>5.5 The learning activities provide learning in real life contexts and are linked through real life experiences outside of the classroom (field trips, assignments that take students into the community)</p>	<p>Learning Plans</p> <p>Classroom observation</p> <p>Student interviews</p>	<p><input type="checkbox"/> Adequate</p> <p><input type="checkbox"/> Needs Work</p> <p><input type="checkbox"/> Non Existing</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Best Practice</p> <p><input type="checkbox"/> Comments:</p>
<p>5.7 The instructional activities effectively employ advances in technology including the use of computers. Adaptive technology is in place or available through rental where needed.</p>	<p>Learning Plans</p> <p>Classroom observation</p> <p>Student interviews</p>	<p><input type="checkbox"/> Adequate</p> <p><input type="checkbox"/> Needs Work</p> <p><input type="checkbox"/> Non Existing</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Best Practice</p> <p><input type="checkbox"/> Comments:</p>

*Indicator 6: Professional Development Process***Indicator 6:**

Program has a staff development process that is responsive to the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and emphasizes practice and systematic follow-up.

Create a staff development plan which supports professional development for instructors and staff in order to:

- Contribute to improved student outcomes
- Contribute to program quality improvement
- Ensure compliance with federal legislation
- Contribute to personal and professional development of faculty and staff
- Promote professional networking and collaboration

Illustrative Measures	Evidence	Status
6.1 Professional development is planned on an annual basis and reflects the needs identified in the program's performance. All PD is connected to improving program outcomes, either directly or indirectly.	A written plan is on file with specific needs identified and objectives included to improve performance. Interview faculty and staff	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
6.2 Professional development contributes to improved student outcomes.	See correlation between the professional development activities participated in and the IMAS data.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

6.3 Professional development contributes to program quality improvement.	See evidence of program improvement and the professional activities offered and participated in during the last 4 years.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
6.4 Professional development ensures compliance with federal legislation.	Program offers and participates in state operated professional development activities related to implementation of federal policy and regulations.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
6.5 Professional development does help to infuse research based practice into the program.	Program administrator has records to show this.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
6.6 Program invites other area literacy providers to join locally organized professional development activities.	Copies of invitations	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

*Indicator 7: Transitional Programming and Completion***Indicator 7:**

Program identifies students' needs for transition to post-secondary education or to employment and provides related curriculum and services.

Illustrative Measures	Evidence	Status
7.1 The PEP clearly identifies students' transitional goals and lays out a plan for them to meet those goals including which courses and which supplemental activities provide the best avenue toward meeting their goals.	Students' PEP A schedule for each activity is included in the PEP.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
7.1 Curricula can be identified which is designed specifically to assist students with a goal of entering post-secondary education	Courses are on file and are being offered. Student interviews	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
7.2 Curricula can be identified which is designed specifically to assist students with a goal of entering employment.	Courses are on file and are being offered. Student interviews	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

7.3 Career education classes/seminars/activities are regularly available and are part of Personal Education Plans for students with transition goals.	PEP Course offerings list	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
7.4 Student Success courses are available for students with a goal of transition into higher education programming or other skill training.	PEP Courses are on file and are being offered. Student interviews	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

*Indicator 8: Community Coordination***Indicator 8:**

Program successfully coordinates services for the population in the community identified in the Adult Education and Family Literacy Act as underserved regarding literacy and basic education (see attached definitions).

The program recruits and enrolls the population in need of literacy services in the community as identified by needs assessments or demographic data.

Illustrative Measures	Evidence	Status
8.1 Evidence that target populations have been analyzed.	<p>Documentation that shows the region has collected and reviewed regional and state data regarding the target population</p> <p>Be able to show the percentage of the target population served in the region and in comparison to the state average.</p>	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:
8.2 A referral process is used to direct those not served by the program to other providers of literacy and basic education.	A written referral process is in place and signed off by other partners, as appropriate.	<input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments:

<p>8.3 There is evidence of marketing strategies appropriate to targeted populations.</p>	<p>Marketing strategies documentation on file. Evidence of targeted markets based on data.</p>	<p> <input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments: </p>
<p>8.4 A plan exists among providers to promote effective delivery of educational services within a specified geographic area (district). The plan shows strong linkages with elementary and secondary schools, postsecondary colleges, volunteer agencies, community based organizations, one-stop centers, Carl Perkins VEA funded services, DVR, and social service agencies.</p>	<p>Collaborative partnerships listed with services provided by the agency and the ABE program next to each, as well as MOA's or MOU's that describe the responsibilities of each agency. Follow-up data to ensure that the agreements were followed.</p>	<p> <input type="checkbox"/> Adequate <input type="checkbox"/> Needs Work <input type="checkbox"/> Non Existing <input type="checkbox"/> Not applicable <input type="checkbox"/> Best Practice <input type="checkbox"/> Comments: </p>